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ABSTRACT

Produced by agriscience and agrimarketing teachers, teacher educators in agriculture, and state supervisory staff in agricultural education in Louisiana, this guide was developed to aid experienced and beginning agriscience and agrimarketing teachers to plan and conduct effective summer programs. The guide is organized in the following seven major sections: supervised agricultural experience programs, Future Farmers of America (FFA) activities, adult education, community relations and community service, program planning, professional development, and summer program evaluation. Each section provides information on appropriate activities. Checklists of activities for each section are at the end of the guide. Three appendixes provide printed forms and sample forms for student agricultural experience projects and summer plan forms. (KC)

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Summer Curriculum Guide for Agriscience/Agrimarketing Programs in Louisiana Bulletin No. 1898

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Wilmer S. Cody
State Superintendent of Education

FOREWORD

This curriculum guide, Summer Program Curriculum Guide for the Agriscience/Agrimarketing Programs in Louisiana, was produced as a result of a project funded by the Louisiana State Department of Education to Louisiana State University, Baton Rouge, Louisiana. This guide represents the concerted efforts of agriscience/agrimarketing teachers, teacher educators in agriculture and state supervisory staff members in agriculture education from across the state of Louisiana. The guide has been reviewed and evaluated by agriscience teachers in Louisiana.

This guide was developed for the express purpose of aiding experienced and beginning agriscience/agrimarketing teachers to conduct effective summer programs. It provides a model for developing summer programs which will enhance the agriscience/agrimarketing programs throughout Louisiana. We believe that this Unit will make a major contribution to the improvement of agricultural education in Louisiana.

Wilmer S. Cody
State Superintendent of Education

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This publication represents the cooperative efforts of personnel in the School of Vocational Education at Louisiana State University and the Office of Vocational Education, Louisiana State Department of Education. Several persons contributed significantly to the success of this curriculum project. Project director and writer for the project was Dr. AnnaBeth Neason. Fred Sanders and Maria Bourque served as graduate assistants. Also, special appreciation is expressed to the following advisory committee members:

Dr. Terry Ensley	Louisiana Tech University,
Dr. Carey Ford	Southern University,
Mr. Robert Simmons	State Department of Education,
Mr. Clarence Mason	Ringgold High School,
Mr. Gerald Jackson	Sam Houston High School,
Mr. John Sandel	Florien High School,
Mr. Kerry Roussel	Lutcher High School.

These advisory committee members provided valuable input in directing and reviewing the curriculum project. Special thanks and recognition goes to the members of a consultant team who provided input on guidelines for supervised agricultural experiences in Louisiana. The consultant team members were:

Dr. Kirby Barrick	The Ohio State University; Columbus, Ohio;
Dr. David Williams	Iowa State University; Ames, Iowa;
Mr. Danny Bartlett	Live Oak High School; Live Oak, Florida.

As a result of this curriculum guide, the agriscience/agrimarketing programs will be able to better serve the students enrolled in agricultural education in Louisiana.

C. R. Bell Jr.
Acting Assistant Superintendent
Vocational Education

Table of Contents

Introduction 1

Supervised Agricultural Experience Programs 4

FFA Activities 18

Adult Education 21

Community Relations/Community Service 22

Program Planning 24

Professional Improvement 26

Evaluation of the Summer Program 30

Conclusion 38

Appendix A - SAEP Forms 39

Appendix B - Sample SAEP Forms 55

Appendix C - Summer Plan Forms 83

SUMMER PROGRAMS FOR AGRISCIENCE/AGRIMARKETING EDUCATION

This curriculum guide provides information to agriscience teachers, principals, vocational supervisors, and other school administrators for planning and developing the agricultural summer program. These guidelines are to be used in selecting activities for the summer program. By developing a plan of activities, the teacher will be able to use the summer employment time efficiently.

Purpose

During the summer, a teacher has approximately twelve weeks to schedule activities. Out of this twelve weeks, the teacher is allowed at least two weeks of vacation time. This leaves no more than ten weeks for scheduling and completing the activities that are a part of the summer program.

During these ten weeks, the teacher should consider each day to be a work day. However, due to the nature of many activities, the teacher may not be on the school grounds during the full work day. The teacher will be involved in meetings, community service projects or individualized on-site instruction that occur at sites other than the school facility. Some activities require twenty-four hour supervision of students when they are involved in activities away from the school location. Possible compensatory time should be agreed upon by the teacher and the immediate supervisor when planning such activities.

The principal or immediate supervisor should always be aware of where the agriscience teacher plans to be during each work day. The teacher must develop a written schedule for the summer and leave a copy with the immediate

supervisor or principal. The schedule can be revised as plans change throughout the summer. However, the administration should be able to locate the agriscience teacher if there is a need. A current, detailed schedule keeps the administration informed of the teacher's activities and serves as a guide for the teacher.

This curriculum guide provides a listing of many possible activities that are appropriate for the summer program. Every activity cannot be listed. The summer program should be tailored to fit the local community and to meet the needs of the adults and students in that area. Some local activities may be unique to the locale. In such cases, the teacher must include those local activities that fulfill the needs and goals of the community.

Some activities such as state wide meetings should be a part of every summer program. Attendance at state wide meetings allows teachers to be aware of new curriculums, programs, laws and issues that affect the agriculture program and the local school. Each agriscience teacher should attend these meetings and receive travel reimbursement if possible.

This curriculum contains many more activities than one agriscience teacher can complete in a summer. The guide serves as an informative source to teachers and administrators to provide ideas for the types of activities that should be included in the summer agriculture program.

Rationale for Summer Employment

All agriculture teachers are hired on a twelve month contract rather than the standard nine month contract commonly used for other secondary teachers

in the public schools. This twelve month contract is vital for the development of an effective agriculture program in the local schools. The additional three months of employment are needed to provide time for special instruction for each student as they are involved in individually tailored supervised agricultural experience programs. Agriculture is a twelve month occupational area with many vital activities occurring in the summer season. Agriscience teachers must be available to supervise students involved in these activities and to provide individualized on-site instruction in a timely manner.

The twelve month employment provides time for the teacher to complete valuable community service and adult education programs for their communities. The agriscience teacher is the FFA advisor. This intracurricular student agricultural organization has important leadership activities in the summer such as the state leadership conference to which the teacher is committed to act as sponsor and supervisor. These reasons indicate the need for an effective summer program to provide a quality agriculture program in the local schools.

This guide is divided into seven major sections. They are supervised agricultural experience programs, FFA activities, adult education, community relations/community service, program planning, professional development, and summer program evaluation. Each section provides information on appropriate activities that are related to that section. All summer programs should include at least some of the activities from each section.

Supervised Agricultural Experience Programs.

A supervised agricultural experience (SAE) is the planned, hands-on application of concepts and principles learned in agricultural education. The SAE is supervised by the agricultural science teacher in cooperation with parents, employers and other adults who assist in the development and achievement of the student's educational goals. SAEs vary in length and may be any one of several different types of agricultural activities. Supervised agricultural experiences may include ownership type activities and/or work experiences that will involve students in the business of agriculture. SAEs also include a variety of applied agricultural activities that provide a wider base of experiences in agriculture. Students enrolled in agriscience develop supervised agricultural experience programs (SAEP) that include a combination of these activities that span a twelve month period. The supervised agricultural experience program allows students to enhance and individualize their agricultural science programs.

At one time, the SAEP only consisted of ownership projects in production agriculture. Today the SAEP is an integrated group of experiences that provide the student with a solid background in the chosen agricultural field of interest. The SAEP may consist of any combination of agricultural activities. There are three major types of SAEs:

1) agricultural ownership
2) agricultural work experience (including placement)
3) applied agricultural activities

Agricultural ownership includes those activities related to the production of agricultural commodities or services. The student may be the sole owner or may own a percentage of the business. The primary benefit of ownership SAEs is the student's involvement in the planning, decision-making, and evaluation of the enterprise. If the student does not take responsibility for these important ownership activities, then, much of the educational value of the SAE is lost. An ownership SAE may be production of livestock, production of field or horticultural crops, or ownership of an agricultural service such as a lawn mowing business. In each case, the student invests in and owns the agricultural business. The ownership program can be conducted at the student's home, in school facilities, or on community property. The educational value for the student comes from planning, making and carrying out decisions, and evaluating the business venture.

Agricultural work experiences are the activities that are associated with working for another individual. The agricultural work experience may be placement on an agricultural production facility or placement in other types of agricultural businesses. The work may be paid or unpaid. A student who works for a family member gains agricultural experiences even if a wage is not paid. In a nonpaid position, the student is exchanging labor for the experience gained in that position rather than for actual money. Agricultural work experience may include positions such as placement as a dairy hand or working in the parts department of the local machinery store or working as a member of a landscape crew. An agricultural work experience may be developed in any agriculture,

agribusiness, or natural resources related operation. In agricultural work experiences, the student does not have a monetary investment in the business.

Applied agricultural activities are any other activities that are related to agriculture but do not fit under the previous two categories. In the previous two types of SAEs, the student would be involved in ongoing activities. The applied activities occur for a short time and are a one time occurrence. The program needs to include applied agricultural activities in the following areas: technical agriculture skills and competencies, management and record keeping skills, career development skills, and leadership development or human relations skills. For example, applied activities could include building fence, selecting rabbit breeding pairs, interviewing the local vet, participating in the Junior Hereford Association meeting, visiting a local feed mill, shadowing a soil conservationist for a day, assisting in conducting a field survey, landscaping a yard, visiting a tissue culture lab, etc. These activities can be used to enhance either the ownership or the work experience as well as to broaden the student's understanding of the world of agriculture. The applied agricultural activities should be related to the student's field of interest or help the student to identify that field of interest. Most, but not all, applied activities occur at a time other than during the regular school day. Every quality SAEP will include a variety of applied agricultural activities.

Benefits of the SAEP

Very few students who enroll in agricultural science will become full time farmers or producers of traditional agricultural commodities. Agriculture is a

broad field that only begins with production agriculture. Agriculture also includes agricultural business and management, agricultural products and processing, agricultural service and supplies, horticulture, forestry, renewable natural resources and agricultural mechanics. Today's agriculture demands employees with high-level technical skills. More and more people are being employed in the agricultural service-related occupations. These employment opportunities include the areas of agricultural sales and services, agricultural processing, agricultural marketing, and the distribution of agricultural products. Diverse activities in the SAEP allow students to investigate areas that may present potential employment upon graduation. Diversification in the SAEP helps the students determine career areas that match their interests and provide potential for growth. The SAEP provides an education far beyond the instruction gained in the traditional classroom. By combining the formal instruction with the activities of the SAEP, the student gets a practical preparation for future employment in agriculture.

Each student enrolled in agricultural science needs a supervised agricultural experience program (SAEP). The SAEP provides excellent opportunities to obtain knowledge and skills in addition to those which are learned in the classroom and laboratory. Without an SAEP, the student does not receive the full educational benefit from the agriscience program. The SAEP provides hand-on application of the principles and concepts taught in the agriscience program. The SAEP must be designed to fit the student's own goals and interests. The SAEP needs supervision and individualized instruction by the

agriscience teacher on a twelve month basis. The ultimate measure of a quality SAEP is the development of the necessary skills and competencies by the student that are needed to prepare for a career in the selected area of agricultural interests.

The SAEP benefits the student and other groups such as the school and the community. The following lists include some of the benefits to each group.

Benefits to the Student.

develops agricultural skills
makes classroom and laboratory instruction more real
provides assistance in developing decision-making, critical thinking, and problem solving skills
develops human relations and business skills
provides the opportunity to extend education in agriculture
provides opportunities for individual recognition
provides an opportunity for learning while earning

Benefits for the agriculture program and the school.

improves relationships between the school and the community
serves as a motivational tool for students
introduces the teacher to new technology
promotes parental involvement and develops program support
enhances positive public relations
keeps instruction practical and relevant
provides a basis for evaluating learning
provides for individualized instruction
provides the basis for planning the curriculum

Benefits for the community.

provides a supply of experienced employees for agribusinesses
increases student retention in school
keeps youth in the community after high school
allows input into the school's instructional program
provides community recognition beyond the local area
provides leadership for conducting community activities
develops a productive work ethic
develops wage earning capabilities of participants

These benefits make an SAE program worth the time and effort used in planning and developing the programs. Quality SAEPs improve the quality of life for the student and enhance the local community.

Responsibilities for the SAEP

The successful SAEP requires the involvement of student, parents, agriscience teacher, and possibly employer. Each party has specific duties for which they are responsible in completing the SAEP. The student is always the central figure in the SAEP. The SAEP should be developed to meet the interests, career goals, and situation of the student. The parents and agriscience teacher have responsibilities to aid the student in successfully completing the SAEP.

The student is responsible for selecting, planning and implementing a realistic SAEP which will provide learning experiences that will be challenging. The SAEP should be in line with the student's career goals or provide assistance in selecting a career goal. In planning the SAEP, the student must complete a written SAEP report that outlines the major activities to be completed each year. In completing the written report, the student must consider what activities are appropriate for their SAEP and are available to them. Other responsibilities of the student include:

complete the activities as outlined in the SAE plan
keep adequate records
evaluate the SAEP report annually and change as needed
apply for recognition in the FFA student incentive awards program
utilize assistance provided by the teacher, parents and/or employer

Student involvement in planning, conducting, and evaluating the SAEP plan is the key to a successful SAEP.

Parents must assist the student in completing the activities included in the SAEP. Without the parent's encouragement and support, the plan will probably never be completed. Parents should:

> review the SAEP plan and provide information on activities in the plan,
> assist the student in obtaining resources such as finances for the SAE,
> allow the student to attend meetings, field trips, or other activities,
> participate in the annual evaluation of the student's SAEP, and
> supervise the student in carrying out the SAEP.

Without the support of the parents, the student will not have a successful SAEP. However, the parents should only assist, not complete the SAEP for the student.

The teacher is responsible for the SAEP programs in the school. To have quality SAEPs in the school, the teacher must:

> recruit students and counsel them on opportunities provided by the SAEP,
> teach students and parents how to conduct SAEPs,
> teach the concepts and principles that are applied through the SAEP,
> set the standards for SAEPs in the local school, and
> select a suitable record keeping system for the SAEPs used in the school.

Teachers must instruct the students on the purpose and benefits of an SAEP and how to plan and conduct the SAEP. The overall quality of SAEPs in agricultural science programs is a reflection of the effort provided by the teacher. Only the teacher can set and require the standards of quality for the SAE programs.

Without the teacher, the students would not develop an SAEP. Students need assistance from the teacher in planning, implementing, and evaluating an

appropriate SAEP. The teacher should consider the student's maturity, opportunities, interests, and career choices. The teacher can identify appropriate opportunities in the community and work with parents and/or employers to insure a meaningful SAEP for the student. Teachers also must:

assist students in identifying sources for the finances, facilities, etc.,
assist in selecting and securing livestock and other resources for the SAEP,
insure that all parties understand and carry out their responsibilities,
conduct on site instructional and supervisory visits, and
help the student evaluate their progress in completing the SAEP.

While the student is responsible for completing the SAEP, the teacher must supervise the program to ensure maximum educational benefits are gained.

Some SAEPs will include placement activities as a part of the student's program. When the student works for another individual, the employer becomes very important to the success of the SAEP. Employers must acknowledge that the student is involved in a planned program of activities that enhance their educational program. The work experiences gained with the employer form an important part of their learning activities. Employers have a responsibility to:

allow learning to be a part of the employment,
provide an appropriate educational environment for the student,
comply with legal requirements in relation to employment laws, income tax, insurance, minimum wages, work permits, safety, etc., and
participate in evaluation of the student's SAEP.

Employers involved in the SAEP may need to be educated in their role in the program. They can provide valuable input to the SAEP program.

<u>Guidelines for the SAEP</u>

Each SAEP must incorporate agricultural ownership and/or agricultural work experience activities. Also, each SAEP must include a variety of applied

agricultural activities. By including applied agricultural activities, the SAEP will include a balanced group of activities that are educational and that expand the student's knowledge of agriculture. Currently, only ownership or work experience may be counted towards FFA awards. However, a variety of applied activities enhance the FFA application even if they are not the only criteria for selecting award winners.

SAEP plans

Each SAEP needs a written plan. Students select the particular type of ownership or work experience desired and plan the activities needed to develop the skills and competencies that are a part of the SAEP. It is impossible to preplan every activity that will become part of the SAEP. However, many experiences would not be readily available without prior planning by the student. Without a written plan the student will miss many opportunities to acquire agricultural experiences. The planning process must include the student, the parents, the agriscience teacher and possibly the employer. The SAEP plan should show an increase in size or scope and value over the four years. By planning the SAEP, such growth and increase can be developed and completed. An unplanned SAEP probably will not show an increase in size, scope and value. The written plan provides a road map to guide students through the SAEP.

When assisting the student in developing the SAEP plan, various factors must be considered. Of course, the student's career objectives and interests will determine the types of activities and the general area of agriculture in which the activities will be conducted. The skills and competencies needed in that

career area must be identified. Also, consideration must be given to the past experiences and previously developed abilities of the student as well as the student's innate abilities. Several factors that affect the type and scope of ownership experiences include the facilities, land and equipment that are available or can be secured. Along the same line, the initial and operation costs of ownership enterprises and the available financing must be considered. Another consideration in selecting the ownership SAE is the available market or demand for the products or services produced. In selecting an agricultural work experience, the availability of work experiences may limit the SAEP. Also the need for transportation to and from the job affects what jobs a student can obtain. The applied agricultural activities must be related to the student's interest area and must be available.

Sample forms are presented in Appendix A for planning the SAEP. The first page presents a summary of the SAEP and would be completed last. Page 2 allows for planning an ownership SAE. If the student plans to own more than one enterprise, then the pages may be labeled 2a, 2b, etc. with one planning page per enterprise. Page three may be used for planning a work experience SAE. Again, if more than one page 3 are needed, additional pages may be numbered as page 3a, 3b, etc. The last four pages of the SAEP plan are for selecting applied agricultural activities. These sheets may be used to record the completion of those activities. Again multiple pages for each type of activity may be used.

Once the plan is completed, the plan should be signed by the student, the parents, and the agricultural science teacher to indicate each party's agreement to help in completing the plan. The employer also should be asked to review and approve the plan if work experience is a part of the SAEP. The SAEP plan needs to be developed during the first semester the student is enrolled in agriculture.

The plan would be changed and revised over time. An annual review and revision must be completed each year. However, as the student becomes more familiar with the SAEP planning process, it will become easier and require less teacher time. Completed samples of the planning forms are provided for different agricultural interest areas in Appendix B. These sample forms provide ideas to be used in completing the SAEP plan. Each student's actual SAEP plan will be different and will include activities tailored to fit the goals of the student and the types of experiences available in the local community.

SAEP records

The student must keep records on all portions of the SAEP. Students should keep a journal of activities. A journal that indicates the types of activities and hours spent allows the student to keep track of activities as they are completed. The following are the recommended types of records for each type of SAE in the program.

1) agricultural ownership - maintain an accounting of the expenses and income that are related to the ownership enterprise; keep a journal of the hours worked and activities completed in association with the enterprise.

2) agricultural work experience - maintain an accounting of the hours (paid and unpaid) and types of experiences gained in the enterprise; maintain an accounting of wages earned if applicable.

3) applied agricultural activities - maintain a journal of the hours worked and experiences gained; keep SAEP checklist updated.

It is recommended that the National FFA Record Books be used for the agricultural ownership and the agricultural work experience record keeping. These record books provide a complete system of records for the SAEP. Simplified forms are also presented for each type of SAE in the Appendix A. Without records it will be difficult to evaluate the program. The records should provide sufficient detail for evaluating and adjusting the SAEP plan as needed.

SAEP evaluation

Based upon the records kept, an annual evaluation of the SAEP should be completed. The evaluation may be done at the beginning of the record book year or at the end of the year. This evaluation forms the basis for revising the SAEP plan. Student interests may change which will require the plan to be adjusted to fit new interest areas. Also, the annual evaluation allows students to recognize how much they have accomplished and assists the student in applying for FFA awards. The annual evaluation keeps the plan relevant and helps meet the educational needs of the student. Teachers, students, parents and employers should all be involved in the SAEP evaluation.

Supervision

Along with planning and evaluation, each successful SAEP needs to be supervised. The teacher has a responsibility to the student to provide

individualized instruction and supervision of the program. Only by supervising students involved in various

SAEs can the teacher effectively evaluate student progress and the quality of the SAEP. At a minimum, the teacher should visit each student's ownership and/or work experience SAEP once during the school year and once during the summer. Additional visits should be made as needed. Supervision needs for applied activities will vary with the type of activity completed. Some applied activities will occur as a part of the FFA chapter activities that the teacher would be supervising anyway. Other applied agricultural activities will require extra supervision and assistance by the agriscience teacher. More supervisory visits will encourage the development of quality programs. Also, program supervision allows the teacher to become familiar with the family and the student's home situation. Increased knowledge of the student helps the teacher provide a comprehensive agricultural education program for that student.

The teacher must set minimum standards for the SAEP programs in a school. The teacher needs to examine the SAEPs in the school and develop written standards that set out the minimum size and scope of different SAEs that are acceptable in that school. Once the standards have been developed, they should be presented to the school administrators for approval. An approved, written set of standards informs students and parents of the minimums expected in a balanced SAEP. The standards should be stringent enough that each student will develop an SAEP that provides a balanced learning experience. The major emphasis is on learning.

The SAEP requires a great deal of time and effort from students and the teacher. However, the learning provided by the SAEPs is essential for a quality agriculture program. By developing a written plan, keeping records, evaluating the plan, and properly supervising the SAEP, the educational value of the agriculture program will be enhanced for each student.

FFA Activities

The agriscience teacher serves as the FFA advisor. The FFA is an intracurricular student organization for students enrolled in agricultural education. The FFA is an important part of a successful agriscience program. It provides leadership development activities and recognition of student accomplishments. FFA activities continue throughout the twelve months of the year. FFA meetings, leadership conferences, recreational activities, and other activities are often held during the summer months. These activities provide recognition, motivation, and educational opportunities for students who are members of the FFA Organization. Supervision of FFA activities is a valid part of the summer program.

Normally, FFA meetings are held once a month. During the summer, it is difficult to organize monthly meetings. Students have other activities such as jobs and vacations that keep them from attending the meetings. However, at least one regular chapter meeting should be scheduled during this period. In addition to a regular meeting, many chapters will host a recreational type of activity to welcome new students into the FFA and to kick off the new school year.

Summer is an excellent time to work with smaller groups such as the chapter officers and the FFA standing committees to plan the FFA activities for the coming year. The program of activities for the chapter serves as a guide for planning and conducting the events throughout the year. The summer provides time for standing committees to meet and plan their part of the program of

activities. The FFA officers can work with each of the standing committees and train committee members to carry out the duties and responsibilities of the committee.

During the summer, there are several national and state level leadership development conferences held. The State FFA Convention is held the first week of June in Baton Rouge each year. The State Convention is the time when state level awards and recognition are presented to members and chapters and the business of the state association is conducted. It is vital that each chapter be represented at the State FFA Convention to have a voice in the proceedings of the state organization. Decisions made by the delegates at the Convention affect every chapter in the Louisiana State FFA Association. Delegates representing each chapter decide the business of the state association for the coming year. This business includes election of state officers. This new officer team leads the association for one whole year and serves as representatives of the FFA throughout the state. Selection of outstanding individuals to serve as state officers is very important. Each chapter must be represented at the meetings.

A second state level leadership development opportunity is provided at the Bunkie Leadership and Teacher Inservice Camp that is held during July. FFA members from each district attend a one week camp. The camp is conducted by the state FFA officers and is directed toward developing the leadership skills of the participants. This camp helps members develop the skills needed to serve as officers and committee chairpersons in their chapters. The Bunkie Camp

allows students from different chapters to interact and share information. Advisors are requested to bring no more than six members to the camp due to limited facilities.

On the national level, students and teachers may attend the National FFA Leadership Development Program in Alexandria, VA. Students and teachers can work with current and former national FFA officers in developing the skills and ideas needed for shaping an outstanding FFA Chapter. The conference lasts for four days and provides very intensive leadership and human relations training. It also provides students and teachers the chance to meet and talk with their own congressmen and senators on Capitol Hill. Members attending the conference participate in educational tours of the Washington, D.C. area. However, space in these programs is very limited. A chapter should apply as quickly as possible once registration materials are received. The sooner registration is sent in, the greater the chance that chapter representatives will have the opportunity to attend at their preferred time. The Washington D.C. Leadership Conference is the premier opportunity for leadership development in the FFA. Some chapters have worked with local service clubs such as Kiwanis clubs, Lions Clubs or VFW Posts to provide scholarships for helping to defray the costs of attending the conference.

Benefits for teachers and students who attend the Washington Leadership Conference include an increased awareness of the problems and issues facing agricultural education at the national level. The Washington Leadership Conference provides opportunities for teachers and students to interact with

their peers from across the nation. It helps participants renew their commitment to the goals of the FFA and the agricultural education program as well as improve their leadership skills.

The FFA is an integral part of the instructional part of agriscience education in Louisiana. The agriscience teacher must conduct FFA activities in the summer and work with the officers and members to prepare for the coming year. FFA activities are an important part of the summer curriculum.

Adult Education Program

The agriscience teacher has a responsibility to conduct an adult education program as a part of the agriscience program. Adult programs take many forms. Some teachers present occasional short courses that last from ½ day to several days. Other teachers conduct an actual class that meets one or more hours at a set time for a week or several months. Compensation may be available if an adult class meets regularly over three or four months. Other agriculture programs have monthly adult meetings with the FFA Booster Club or the Young or Adult Farmer Group. Many teachers use the summer to provide short courses or adult classes.

Summer schedules are less rigid and teachers have more time for working with adults. Adults and FFA members may attend educational field days or go on field trips to agribusinesses that would not be possible during the school year due to a lack of release time for the teacher and students. Field trips can be scheduled to take advantage of the longer daylight hours. Teachers can

schedule adult activities in the summer to meet the schedules of the adult participants rather than setting the schedule around secondary day classes.

Often during the regular school year, the agriscience teacher feels that adult work competes with the secondary agriculture program for time and emphasis. By utilizing the summer, the teacher is able to give each segment of the agriculture program the time and emphasis needed. Adult education allows the community a greater access to the school and its facilities. This access often results in increased support for the school and the agriscience program.

Community Relations/Community Service

Agriscience teachers also may be involved in community service projects. The National FFA Organization sponsors a chapter award program called "Building Our American Communities" or BOAC. The activities conducted under the BOAC program are community development activities that involve the FFA chapter, school organizations, 4-H clubs, other youth groups, and community service groups such as the Lions Club, Eastern Star, etc. These community development activities may involve the city council, fire department, sheriff's department and other governmental entities in the local community. With these groups, the FFA works to clean up the environment, improve the economic welfare of the community, extend and improve recreational facilities or otherwise enrich the quality of life for the community. As a result of their involvement in community improvement, FFA members learn to be contributing citizens of the community. They learn the processes needed for changing and improving their community. These projects are a part of the summer program.

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Summer is an excellent time to hold meetings between the FFA chapter and other volunteer groups for planning and conducting the community service projects. Again the flexible summer schedule allows agriscience teachers and students to meet at a time that is convenient for the other groups involved in the community service program. Summer allows for large blocks of time such as several weeks to be spent in completing the projects planned. The scheduling flexibility of the summer makes conducting the community improvement projects easier.

An important component of the agriscience program is to establish excellent community relations. Good community relations help the teacher in identifying and utilizing teaching resources in the local area. When the agriscience program has an excellent reputation with the community, it also helps the school and community relations. The teacher works with the newspaper, radio station, and/or television personnel to increase the community's awareness of the school, the agriscience program and the FFA. As a part of the community relations program, the teacher may be involved in a local fair or festival. The involvement may include supervision of FFA members who work in the festival or it may consist of the teacher working as a community member in the festival or fair. Such services to the community promote a good image for the school and the agriscience program.

Program Planning

One of the most important duties for the agriscience teacher is program planning. Program planning is a continuous process that occurs regardless of the approach used by the agriscience teacher. Deliberate program planning results in a sound, directed agriscience program that meets the needs of the students and the community. The program planning process includes both long term and short term planning for each aspect of the program. Planning may include organizing the curriculum for scope and sequence of courses, developing a teaching calendar, writing lesson plans, completing facility maintenance and repair, scheduling adult meetings, and organizing recruitment activities and events for both the secondary program and the adult program.

Summer offers an opportunity for the teacher to evaluate the agriscience program and then plan an improved program for the next year. The summer program planning lays the foundation for the following year's program. Too often important components of program planning are not completed during the school year due to a lack of time. These components, while extremely important, are not much fun to do. One important component is planning the curriculum and teaching calendar for the local program. Summer provides adequate time to do thorough curriculum planning. By planning the teaching year in each class, the teacher will be able to develop a scope and sequence to the classes that will provide continuity in the classroom. Also, by doing a comprehensive plan the teacher will be able to schedule appropriate learning activities and develop detailed lesson plans.

Many teachers conduct follow-up and recruitment activities for the agriculture program during the summer. The agriscience teacher needs to meet with new and prospective students who are enrolled or may enroll in agriculture and their parents. During this meeting, the teacher can explain the agriscience program and its requirements. Also the teacher can explain the SAEP program requirements to ensure that both the students and the parents understand the value of the SAEP. Time also may be spent recruiting adults to participate in the adult program. The teacher would be able to visit each student to determine the needs that the adult agricultural education program could fill for the community.

One major job related to program planning is facility maintenance and repair. The summer provides a time for the teacher to take stock of the agriculture building, shop, greenhouse, teaching areas, and/or classroom. The teacher can identify areas or equipment that need maintenance and repair and report them to the proper individual in the school. Tools or equipment can be repaired and organized. The summer provides a time when the tools and equipment are not used a great deal and can be sent off for repair.

The teacher may do some maintenance for the school. The agriculture shop contains tools and an area that may be used to work on school equipment such as desks, lawn mowers, etc. The administration must realize that the agriscience teacher cannot serve as the only maintenance personnel. The summer time is extremely limited and the teacher has many responsibilities.

Finally the program planning time provides time for gathering information for state reports and completing those reports. State and local reports are

extremely important for maintaining the quality of agriscience programs across the state. These reports provide information that is used at the state level to complete and evaluate the state plan. Accurate information from the local schools helps the state staff prepare accurate reports for the program.

Professional Improvement

The agriscience teacher has numerous opportunities to attend professional development activities throughout the summer. Professional development helps the teacher stay current with technical developments in agriculture and therefore, improve the quality of classroom/laboratory teaching. Opportunities for professional development are presented by professional organizations, the Louisiana Department of Education, universities, and private companies. Professional development attendance provides the primary means for the agriscience teacher to stay informed of changes in policies, new techniques in agriculture, new curriculums, and other issues in agricultural education.

Meetings of professional organizations are extremely important to the agriscience teacher's professional development. The agriscience teacher should belong to several professional organizations including the American Vocational Association and its state affiliate the Louisiana Vocational Association. The AVA and LVA are the umbrella organizations for all vocational programs. Every agriscience teacher should be a member of the Louisiana Vocational Agriculture Teachers Association (LVATA) and the National Vocational Agriculture Teachers Association (NVATA). These organizations represent the agriscience teacher at the state and national levels and promote the development and knowledge of

agriculture teachers. Several of these important professional organizations meet during the summer. Professional development activities are a part of the state, regional and national meetings.

The Region II NVATA meeting is held in June each year. This meeting rotates between the states that are in Region II of the NVATA. The meeting brings agriculture teachers from around the south central region together for four days. During this time, teachers share ideas, concerns and issues that affect agriscience programs and attend inservice programs. Teachers who attend this meeting develop a broader perspective of the field of agricultural education. It will not always be possible for a teacher to attend the regional meeting when it is held in other states, far from Louisiana. Whenever possible, the agriscience teacher needs to attend this meeting.

During the first week of August, the LVA has an annual state wide meeting. Vocational educators from around the state of Louisiana meet for three days. Every field of vocational education is represented at this meeting. The Louisiana Department of Education has a major role in planning and conducting the LVA Conference. At the same time, the LVATA has its state meeting in conjunction with the LVA. A series of inservice meetings and field trips are held for agriscience teachers during the LVATA Conference. Meetings are held to decide upon issues that relate to agriscience education. It is extremely important that each agriscience teacher as well as all other vocational educators attend the LVA and the LVATA Conference whenever possible.

Noncredit workshops can be used for professional development. Workshops are presented in varying formats by different sources. Some workshops last one or two days and are presented by a university or by private industry. Some companies (such as Briggs and Stratton gasoline engines) present one or two week workshops or seminars that can be extremely valuable. The NVATA presents several teacher inservice programs on issues such as ground water quality. The Chicago Board of Trade offers a week long course on agricultural marketing. Inservice programs are presented for teachers attending the Bunkie FFA Leadership Camp in July. While students are involved in activities with the state FFA officers or with other camp leaders, the teachers attend inservice workshops. Thus, the Bunkie FFA Leadership Camp provides leadership development for students and professional development for teachers.

Field trips and field days provide another excellent source for professional development. Experiment stations or private research foundations present field days for the interested public to view the latest techniques and newest research in agriculture. Many livestock breed associations present field days that include judging and grooming workshops. There are a wide variety of private companies that will allow field trips and tours with advance notice. Any of these activities enhance the agriscience teacher's professional development.

Enrollment in graduate courses is another form of professional development. Graduate courses in agricultural or vocational education increase the teacher's understanding of agricultural education and improve the teacher's

overall perspective of the role of the agriscience program. Attendance to summer school renews the teacher's awareness of the student role and may increase empathy for students. Summer school attendance for university credit provides teachers an opportunity to obtain their +30 hours or a graduate degree. However, the agriscience teacher cannot just attend summer school instead of working for the school during the summer. Teachers should take leave time to attend summer school or work out an agreement with the school administration about work hours. If the teacher attends classes during the day, then the teacher could possibly work other hours to insure that the program does not suffer while the agriculture teacher attends summer school. Or, a teacher might give up vacation time for two summers and attend one six weeks of summer school. The agriscience teacher should work out an agreement with the school administration before enrolling in a summer school. The teacher must receive professional development; however, not at the expense of the summer agriscience program.

A teacher must make every effort to stay current in agriculture and agricultural education. By carefully selecting appropriate professional development activities, agriscience teachers will be able to improve their skills and will be able to provide better agriscience programs to their community.

Evaluation Of The Summer Program

The quality and efficiency of the summer program reflects the efforts and planning completed by the teacher. To have a quality program, the teacher must plan, conduct and evaluate the program. Planning is the first step in developing a quality summer program. The information in this guide should help the teacher select suitable activities and plan a summer program that will meet the needs of the local school. The actual plan can be written out on a calendar to indicate the events that occur on each date and the location of those events. An alternative form is presented in Appendix C. This form may be used or the school may have a preferred form for planning the summer program. Once the plan is developed and approved by the administration, then the summer program is carried out. There will be occasional variations in the actual program from the plan that was developed since it is impossible to plan every detail in advance. As the teacher becomes aware of changes in the plan, an amended plan should be filed with the summer supervisor and/or principal as soon as possible. The administration needs to be able to contact the teacher if needed.

Evaluation is closely tied to program planning. Evaluation enables the teacher to determine the strengths and weaknesses of the program. Evaluating the program keeps the teacher alert to means of improving the summer program. Towards the end of the summer, the teacher must take time to evaluate what has been accomplished over the last three months. This information can be used to improve and plan future summer programs.

Evaluation should be considered an improvement tool. Careful examination of how the teacher's time is spent during the summer may show areas that need increased emphasis. Evaluation allows teachers to rate their summer programs by comparing the current program to a set of standards. The following form is similar to those used in the chapter award programs in the FFA. The local summer program is compared to a minimum level of achievement.

In each of the following sections, there is a list of activities related to that section as discussed in the guide. Space is provided for the teacher to add locally specific activities to each list in order to tailor the evaluation to the local program. Minimum numbers of activities are recommended in each section. If activities are added, the minimum would be one-half to two-thirds of the listed activities rounded down to the next whole number. The teacher places a check by each activity completed. In the final section on professional development, the teacher places a number to represent the number of credits received for each professional development activities.

At the end of the summer, the teacher needs to complete the evaluation form, file a copy of the evaluation with the summer supervisor, and request input or approval of the evaluation. The levels of achievement given are minimums. Teachers should strive to achieve higher levels than the minimums.

Name _____ School: _____

SAEP

Directions: Check each activity that has been completed this summer. An acceptable summer program would have completed at least 6 out of the eleven items.	
Yes	Description of SAEP Activity
	1. Visited each entering freshman.
	2. Visited with parents of entering freshmen and explained requirements for the SAEP.
	3. Every student previously enrolled in agriscience will have an SAEP plan on file in the agriculture department.
	4. Each SAEP plan on file was reviewed, evaluated and revised with the student and parents.
	5. Each student with an SAEP has appropriate records.
	6. Supervised each student involved in work experience SAE at least once during the summer.
	7. Supervised each student involved in ownership SAE at least once during the summer.
	8. Records were checked for accuracy and completeness during supervisory visit.
	9. Contacted potential employers for student placement.
	10. Conducted a field day/field trip for students.
	11. Assist in selecting and securing livestock and other resources for SAEPs.
	Total for SAEP Activities

FFA Activities

Directions: Check each activity that has been completed this summer. An acceptable summer program would have completed at least 8 out of the thirteen items.	
Yes	Description of FFA Activity
	1. Held at least one regular chapter meeting during summer months.
	2. Met with chapter officers at least twice during summer.
	3. Each standing committee met at least once during summer.
	4. Sponsored at least one recreational or social event for FFA chapter.
	5. Held leadership workshop to acquaint new officers, committee chairs, and committee members of duties.
	6. Attended Washington Leadership Conference with one or more students.
	7. Attended Bunkie FFA Leadership Camp with one or more students.
	8. Attended State FFA Convention with chapter delegates.
	9. Chapter delegates attended each session of State FFA Convention.
	10. A completed program of activities has been developed for the following school year.
	11. Evaluated previous year's program of activities.
	12. Filed calendar of FFA events with the principal for the next year.
	13. Held FFA Alumni &/or Booster Club meeting.
	Total for FFA Activities

Adult Education

Directions: Check each activity that has been completed this summer. An acceptable summer program would have completed at least 4 out of the seven items.	
Yes	Description of Adult Education Activity
	1. Held at least one adult education meeting during the summer.
	2. Opened agriculture shop facilities up for adult use on one or more days.
	3. Hosted adult tour of local production areas and agribusinesses.
	4. Visited one or more adult enterprises for consultation.
	5. Participated with other agricultural agencies in planning and conducting a tour, workshop or field day for adults.
	6. Organized a summer workshop or class for adults.
	7. Planned a workshop or class for adults during the next year.
	Total for Adult Education Activities

Community Service/Community Relations

Directions: Check each activity that has been completed this summer. An acceptable summer program would have completed at least 3 out of the four items.	
Yes	Description of Community Service or Community Relations Activity
	1. Prepared at least one news article for local paper.
	2. Sponsored at least one public relations event for the agriculture program and the FFA.
	3. Supervised at least one community improvement project with FFA chapter.
	4. Participated with FFA members in a community event.
	Total for Community Service/Community Relations Activities

Program Planning

Directions: Check each activity that has been completed this summer. An acceptable summer program would have completed at least 11 out of the seventeen items.

Yes	Description of Program Planning Activity
	1. Developed teaching calendar with scope and sequence for each course to be taught the following year.
	2. Organized lesson plans for at least the first six weeks.
	3. Developed a departmental budget for new year.
	4. Collected samples & teaching aids for classes.
	5. Ordered supplies and teaching materials for next year.
	6. Developed a calendar of events for agriculture program.
	7. Presented calendar of events to principal for approval.
	8. Did a follow up of program graduates.
	9. Conducted at least one recruitment activity for new high school students.
	10. Completed inventory for facilities and equipment.
	11. Checked equipment for maintenance needs.
	12. Straighten all files.
	13. Reorganized files.
	14. Cleaned and organized storage areas.
	15. Completed reports and records.
	16. Operated & maintained school farm, greenhouse or other instructional laboratory facility.
	17. Met with advisory council/committee.
	Total for Program Planning Activities

Professional Improvement

Directions:	Each teacher should earn a minimum of 11 credits per summer for professional improvement. One day of professional meetings, inservice, etc. equals one credit.
Credits	Description of Professional Improvement Activity
	1. *Hold membership in LVATA and NVATA (1 credit)
	2. *Hold membership in LVA. (½ credit)
	3. *Hold membership in AVA. (½ credit)
	4. Attended the Region II NVATA meeting in June.
	5. *Attended the LVA and LVATA Conference in August.
	6. *Attended Bunkie Leadership Camp inservice sessions.
	7. Presented an inservice session at Bunkie Leadership Camp.
	8. Attended a noncredit workshop not listed above.
	9. Attended graduate school. (1 credit per credit hour)
	10. Did a short term agricultural internship. (1 credit per day for a maximum of 5)
	11. Participated in a field day or tour without students and not as a part of the above meetings.
	12. Serve as a member or consultant for a state or national committee. (1 credit per committee)
	Total for Professional Development Activities

* should be a part of every summer program plan

CONCLUSIONS

The summer months equal nearly one-fourth of the total agriscience program. This block of time is flexible and allows the teacher greater freedom in scheduling other activities. The teacher is responsible to the school system for this period. To use the time efficiently, a plan must be completed which indicates the time and location of the major activities planned for the summer. The plan must include a variety of activities including working with student SAEPs. The teacher is responsible for working with the FFA chapter and adults throughout the summer as well as completing community service to enhance community relations. Program planning is an important facet of the summer program. Summer also presents numerous opportunities for the teacher to attend professional development meetings.

However without careful planning, the ten weeks of summer program time will not be used efficiently. Teachers must develop plans that are approved by and filed with the principal or summer supervisor. At the end of the summer, each teacher needs to evaluate the accomplishments of the summer program in order to improve the following year.

Appendix A

SAEP Forms

SAEP PLAN FOR _____

19__ - 19__

INTEREST AREA(S): 1. _____

2. _____

3. _____

Summary of SAEs
Ownership: **Type** **% Ownership** **1.** _____ **2.** _____
Work Experience: **Company:** _____ **Supervisor:** _____ **Type of Position:** _____
Applied Activities Selected: Yes **No**

_____ _____

Student Signature Parent or Guardian Signature

_____ _____

Agriscience Teacher Signature Employer Signature

Page 2_ **SAEP PLAN FOR** _____ 19__-19__

Ownership Activities

1. Type: Duration:_____

Location: % Ownership:

Facilities & equipment available Ownership

Type of financing:

Rental or Exchange Agreement:

_____

_____

_____

_____

_____

_____

_____

_____

Work Experience

Type of Position:

Employer(s) or possible employers and address:	Contacted?
1.	Yes No
2.	Yes No
3.	Yes No

Transportation Needed: Yes No

Transportation Available: Yes No

Duties and Responsibilities of Position

_____

_____

_____

_____

_____

_____

_____

_____

Applied Agricultural Activities

Date	Technical Agriculture Skills (Competencies)	Others Involved	Location

Applied Agricultural Activities (Cont)

Date	Management and Record Keeping Skills or Activities	Others Involved	Location

Applied Agricultural Activities (Cont)

Date	Career Development Skills or Activities	Others Involved	Location

Applied Agricultural Activities (Cont)

Date	**Leadership Development Activity (Human Relations Skills)**	Others Involved	Location

Page _____

SAEP Journal

Name_____ Year_____

DATE	ACTIVITY DESCRIPTION	HOURS WORKED
	Activity: People Involved:	
	Activity: People Involved:	
	Activity: People Involved:	
	Activity: People Involved:	

Name:_____ Year:_____

Beginning Inventory **Beginning Date:_____**

Item or Description	Price Each	Qty	Total Value	Value to Enterprise 1.	2.
Beginning Inventory Totals					

Ending Inventory **Date_____**

Item or Description	Price Each	Qty	Total Value	Value to Enterprise 1.	2.
Beginning Inventory Totals					

Name_____

Net Worth Statement (Balance Sheet)

A.	**Student's Assets**	**Beginning**	**Ending**
	Date:	_____	_____
1.	Total Inventory Value	_____	_____
2.	Cash Money on Hand	_____	_____
3.	Checking Account Balance	_____	_____
4.	Savings Account Balance	_____	_____
5.	Other Assets (bonds, etc.)		
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	A. TOTAL ASSETS	_____	_____

Student's Liabilities

1.	Unpaid Bills	_____	_____
2.	Notes and Mortgages Owed	_____	_____
3.	Other Liabilities		
	_____	_____	_____
	_____	_____	_____
	B. TOTAL LIABILITIES	_____	_____
	NET WORTH (A-B)	_____	_____
		Beginning	Ending

Name_____

Sales and Other Income

Date	Description of Item	Price Each	Qty	Total Value	Value to Enterprise 1.	2.
	Income Totals					

Name_____

Expenses

Date	Description of Item	Price Each	Qty	Total Value	Value to Enterprise 1.	2.
	Expense Totals This Page					

Name_____

Enterprise Summary Sheet

	Enterprise 1	Enterprise 2	Grand Total
A. Income Totals			
B. Expense Totals			
C. Net Cash Income (A-B=C)			
D. Ending Inventory Totals			
E. Beginning Inventory Totals			
F. Inventory Difference (D-E=F)			
G. Net Profit or Loss (C+F=G)			

Name _____

RECORD OF HOURS WORKED AND TASKS PERFORMED IN WORK EXPERIENCE SAE

For the month of _____19 __

Date	Hours Worked	Specific Tasks Performed

	Total Hours for Month
	Total Hours from Previous Page
	Total Hours to Date

Name _____

RECORD OF EARNINGS
FOR WORK EXPERIENCE SAE

Directions:

Column 1 - Beginning and ending dates of each pay period. Column 2 - Number of hours worked in this pay period. Column 3 - date pay check is received. Column 4 - gross pay before any deductions are taken out for the pay period. Columns 5 & 6- income tax deductions. Column 7 - Social security deductions. Column 8 - any other deductions. Column 9 - Total deductions for this pay period. Column 10 - Net earnings (Gross pay - Total deductions = Net earnings).

1		2	3	4	5	6	7	8	9	10
Pay Period		Total Hours	Date Received	Gross Earnings	DEDUCTIONS FROM EARNINGS					Net Earnings
From mo/day/yr	To mo/day/yr				INCOME TAX		Social Security	Other	Total Deducts	
					Federal	State				
Total to Date										

Appendix B

Sample SAEP Forms

Page 1 **SAEP PLAN FOR** Sample 1

19__ - 19__

INTEREST AREA(S): 1. Swine Production

2. _____

3. _____

Summary of SAE's	
Ownership:	
Type	**% Ownership**
1. 3 Feeder Pigs	100
2.	

Work Experience:

Company: J + R Farms

Supervisor: Jay Cunningham

Type of Position: Stockman

Applied Activities Selected: (Yes) No

_____ _____

Student Signature Parent or Guardian Signature

_____ _____

Agriscience Teacher Signature Employer Signature

Page 2_ **SAEP PLAN FOR** Sample 1 19__-19__

Ownership Activities

1. Type: 3 Feeder Pigs Duration: 5 mon.

Location: J + R Farms % Ownership: 100

Facilities & equipment available
Pens with shelter + mist systems
5 head self feeder

Ownership
J + R Farms

Type of financing: self - from parttime job

Rental or Exchange Agreement:

Allowed to use pens + equipment in exchange for working one weekend per month at regular pay (no overtime). Feed is purchased on charge account; bill to be paid when pigs are sold. Allowed to use chutes + other equipment at J + R Farms since am an employee.

Page 3__ **SAEP PLAN FOR** Sample 1 **19**__-**19**__

Work Experience

Type of Position: Stockman

Employer(s) or possible employers and address:	Contacted?
1. J+R Farms Rt 3, Box 50 Anywhere, LA 70000	(Yes) No
2.	Yes No
3.	Yes No

Transportation Needed: (Yes) No

Transportation Available: (Yes) No

Duties and Responsibilities of Position

Care for + maintain pig nursery; feed sows; vaccinate pigs; clip needle teeth; clean + disinfect crates; move sows into + out of nursery on schedule; handle farrowing; other duties as assigned.

Applied Agricultural Activities

Date	Technical Agriculture Skills (Competencies)	Others Involved	Location
9/20	Castrate Pigs	Jay Cunningham	J+R Farms
	Clip needle teeth		
	Administer iron shots		
	Clip ear notches		
10/14	Assist in farrowing	Roy Meister	J+R Farms
	Practice administering 3 different forms of shots		
	Build a farrowing Crate		
	Disinfect farrowing house		
9/5	Select gilts for breeding	T. J. Roist	Auction Barn
9/11	Select feeder Pigs	Ag Teacher	Class
	Compare + select feeds for feeder pigs		
	Build Self waterer		
8/6	Pour concrete slab	J+R Farms	J+R Farms

Applied Agricultural Activities (Cont)

Date	Management and Record Keeping Skills or Activities	Others Involved	Location
10/10 TO 3/25	Keep income + expense records on feeder pigs	Ms. Tandy Ag Teacher	school
	Calculate efficiency factors for feeder pigs		
	Develop disease prevention plan for swine breeding operation		
	Participate in swine judging contest		
	Develop breed comparison chart		
	Collect information on breeds from associations		
	Interview veterinarian about common health problems in swine		
	Attend a breeders associations meeting		
	Attend an extension or breeder association workshop		
	Write to the Louisiana Department of Agriculture for information on importing swine		

Applied Agricultural Activities (Cont)

Date	Career Development Skills or Activities	Others Involved	Location
	Write a 3 page report on careers related to swine		
9/13	Visit Animal Science Department at closest University	LA Tech Animal science staff	Ruston LA
	Develop a file of information on careers related to swine		
	Develop a resume for a swine related position		
9/	Complete a job application	Ag class	School
	Visit the closest meatpacking facility where pork is processed		
	Tour a major feed mill		
	Write to the Louisiana Department of Agriculture for career information		

Applied Agricultural Activities (Cont)

Date	Leadership Development Activity (Human Relations Skills)	Others Involved	Location
	Attend district FFA meeting		
	Judge Livestock at area contest		
	Enter prepared public speaking with a speech on swine		
	Join Junior Breed Association of choice		
2/19	Help operate Children's Barnyard Exhibit	Ag class	Shopping Mall
	Apply to be Chairperson of the SAEP committee		
	Attend summer FFA camp		
	Be a member of parliamentary law team		

Page 1 **SAEP PLAN FOR** Sample 2

19__ - 19__

INTEREST AREA(S): 1. Sales and Service

2. _____

3. _____

Summary of SAE's

Ownership:

	Type	% Ownership
1.	None	
2.		

Work Experience:

Company: McClain's Tractor + Equipment

Supervisor: Bobbie McClain

Type of Position: General Assistant

Applied Activities Selected: (Yes) No

Student Signature

Parent or Guardian Signature

Agriscience Teacher Signature

Employer Signature

Page 3__ **SAEP PLAN FOR** Sample 2 **19__-19__**

Work Experience

Type of Position: General Assistant

Employer(s) or possible employers and address:	Contacted?
1. McClain's Tractor + Equipment 245 Main Street Somewhere, LA 70555	(Yes) No
2.	Yes No
3.	Yes No

Transportation Needed: Yes (No)

Transportation Available: (Yes) No

Duties and Responsibilities of Position

Assist in shipping, receiving + stocking parts, customer assistance in parts as needed; Clean shop; Complete workorders; Complete inventory; Complete sales tickets for parts; operate general sales register as needed; set up displays; maintain lawn and shrub beds; other tasks as assigned.

Applied Agricultural Activities

Date	Technical Agriculture Skills (Competencies)	Others Involved	Location
10/13	Identify parts and parts numbers from a schematic	NONE	McClain Equipment
	Correctly fill out a sales ticket		
	Complete an order for a special order item.		
	Arrange stock shelves by parts numbers		
12/29	Complete an inventory of the parts department	Employees in parts	McClain Equipment
	Clean grease spots from shop floor		
9/18	Complete parts lists and cost estimates for small engine repair	None	Home
	Design and set up a sales display		
	Design a sale ad for the newspaper		
	Operate the cash register		
	Make a written repair estimate		
	Close out + balance a register		
	Organize display merchandise		

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Applied Agricultural Activities (Cont)

Date	Management and Record Keeping Skills or Activities	Others Involved	Location
9/10 TO 4/30	Maintain records of earnings, withholding, ect.	Ag Teacher	School
	Compare advantages & disadvantages of credit sources		
	Develop a complete business proposal for an agribusiness		
	Develop a layout plan of facilities for an agribusiness		
	Prepare a two page report on types of insurance		
1/6	Develop a personal one month budget	None	home
	Determine marked price by various methods		

Applied Agricultural Activities (Cont)

Date	Career Development Skills or Activities	Others Involved	Location
	Attend equiment dealers association meeting		
	Find 3 ads in the want ads you would like to apply for.		
	Write a letter of application and resume for each ad.		
	Complete a list of job types in Agriculture Sales + Service		
10/10	Interview a Fertilizer or Feed Salesperson.	Ms. T. W. Whist	whites LA
	Interview an Agribusinessperson on advantages of owning business		
	Make a list of agribusinesses in your town.		
	Interview owners of oldest + newest agribusinesses		
	Tape record a mock interview.		

Applied Agricultural Activities (Cont)

Date	Leadership Development Activity (Human Relations Skills)	Others Involved	Location
	Complete in prepared public speaking contest		
	Complete a proficiency award for sales + service		
	Attend summer coop camp		
	Run for FFA office		
	Apply to be a standing committee chairperson		
	Participate in Ag business contest.		

Page 1 **SAEP PLAN FOR** Sample 3

19__ - 19__

INTEREST AREA(S): 1. Horticulture

2. _____

3. _____

Summary of SAE's	
Ownership:	
Type	**% Ownership**
1. Interior Plant Maintenance	100
2. Bedding Plants	100

Work Experience:

Company: None

Supervisor: _____

Type of Position: _____

Applied Activities Selected: (Yes) No

_____ _____

Student Signature Parent or Guardian Signature

_____ _____

Agriscience Teacher Signature Employer Signature

Page 2_ **SAEP PLAN FOR** Sample 3 19__-19__

Ownership Activities

1. Type: Duration: 12 mon

Interior Landscape Maintenance Business

Location: % Ownership: 100

12036 Lafitte Circle (home)

Facilities & equipment available	Ownership
Portable Watering System	Self
Small Greenhouse	Self
Assorted dollies + carts	Self

Type of financing: Bank Loan (50% paid off)

Rental or Exchange Agreement:

Have contracts with 10 businesses to maintain plants + planter boxes in offices. Provide plants, watering, fertilization, pest control, + maintenance service. Hold extra plants in backyard greenhouse. Purchased watering system second hand.

Page 2_ **SAEP PLAN FOR** Sample 3 **19**_-**19**__

Ownership Activities

1. Type: Bedding Plant Production

Duration: 3 mon

Location: home

% Ownership: 100

Facilities & equipment available: home greenhouse

Ownership: self

Type of financing: self

Rental or Exchange Agreement:

Produce 20 flats of mixed bedding plants. Moved 50% into 4" pots for color to be used in interior business. Sold remainder to neighbors and feed store.

Page 4_ SAEP PLAN FOR Sample 3 19__-19__

Applied Agricultural Activities

Date	Technical Agriculture Skills (Competencies)	Others Involved	Location
9/12	Take a soil sample + have it analyzed	County Agent	Backyard
	make a leaf collection of 30 common interior plants		
	Make an insect collection of 20 common pests		
	Develop a control chart for pest comparing chemical and non chemical.		
8/6	Double pot a 5 gallon plant	None	Washington Insurance
	Wash a plant		
	Develop a maintenance schedule for plants in an office.		
	Develop a planting design for a low light planter.		
	make a chart on 10 low light plants and their characteristics		
9/12	Have a water sample tested	County Agent	Home
	Mix a soilless potting mix for indoor plants		
	Transplant seedlings		
	Build a temporary coldframe		

Applied Agricultural Activities (Cont)

Date	Management and Record Keeping Skills or Activities	Others Involved	Location
	Develop lists of top 10 vegetable varieties for this area		
	Develop list of top 10 flowering plant varieties for this area		
7/2	Complete a contract for plant main tenance	Mrs. Cawley	Lane Builders
	Calculate selling price for bedding plants		
	Create sales flyer for bedding plants		
	Create advertisement for plant maintenance business		
	Calculate germination percentages of bedding plant seed.		
	Do a cost comparison on soil mixes and soil sources		
10/1	Do a cost comparison on shipping or picking up foliage plant order	Ag Teacher	School

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Applied Agricultural Activities (Cont)

Date	Career Development Skills or Activities	Others Involved	Location
11/2	Interview manager of shopping mall about interior scapes.	M. Mall Manager	Townshire Center
	Tour wholesale greenhouse		
	Write report on horticultural careers		
8/18	Visit university horticulture department	M. Ag Teacher	LSU
	Attend State greenhouse growers meeting		
	Contact horticulture society about careers		
	Make list of all horticulture businesses in area with specialty		

Applied Agricultural Activities (Cont)

Date	Leadership Development Activity (Human Relations Skills)	Others Involved	Location
	Enter prepared public speaking contest		
	Participate in Floriculture Contest		
12/16	Make presentation to service club on selecting interior plants	Kiwanis club	Mary's Cafe
	Organize neighborhood clean up day		
	Plan + plant a public flower bed		
	Serve as an FFA officer		
	Serve on a chapter standing committee		
	Apply for a proficiency award.		
	Assist in FFA money making project		
	Make centerpieces for FFA Banquet		

Page 1 **SAEP PLAN FOR** Sample 4

19__ - 19__

INTEREST AREA(S): 1. Feed Grain Production

2. _____

3. _____

Summary of SAE's

Ownership:

	Type	% Ownership
1.	200 ac. Corn	50
2.		

Work Experience:

Company: Johnson Elevators

Supervisor: Terry Johnson

Type of Position: Scales Operator

Applied Activities Selected: (Yes) No

_____ Student Signature

_____ Parent or Guardian Signature

_____ Agriscience Teacher Signature

_____ Employer Signature

Page 2_ **SAEP PLAN FOR** Sample 4 **19__-19__**

Ownership Activities

1. Type: 200 acres of corn Duration: 6 mon.

Location: on Road 127, 6 miles west of Eastern Star % Ownership: 50

Facilities & equipment available Ownership
Used land, equipment, etc that belongs to parents

Type of financing: Exchange Agreement

Rental or Exchange Agreement:

Have use of land, + equipment in exchange for labor. Parents also provide initial financing. I put in corn crop, maintain + harvest it. Parents receive 60% of profit after all costs + expenses are paid.

Page 3__ **SAEP PLAN FOR** Sample 4 19__-19__

Work Experience

Type of Position: Scale Operator

Employer(s) or possible employers and address:	Contacted?
1. Johnson Elevator 620 Coryell Street Someplace, LA 70100	(Yes) No
2.	Yes No
3.	Yes No

Transportation Needed: (Yes) No

Transportation Available: (Yes) No

Duties and Responsibilities of Position

Work part time during grain harvests. Zero and balance scales. Guide trucks on scales. Complete weigh tickets for each customer. General cleanup. Other duties as assigned.

Page 4_ SAEP PLAN FOR Sample 4 19__-19__

Applied Agricultural Activities

Date	Technical Agriculture Skills (Competencies)	Others Involved	Location
	Identify + collect 20 weeds + the recommended controls		
10/12	Identify 5 harvest + 10 tillage pieces of equipment	Ag Class	McClain Equipment
	Operate a grain dryer		
2/18	Take a soil sample for NPK + pH	County Agent	Corn Field
3/15	make fertilizer recommendation on above test	Ag Class	School
	Take a harvest corn sample, grade + test for moisture		
	Compare top 5 hybrid corn varieties. Select one.		
	Identify parts of a corn plant		
	Identify 10 common insects of corn + their control		
	Prepare cornseed bed		
3/2	Adjust + calibrate planter	None	Home
	Prepare tractor for corn planting (change filters, ect.)		

87

Applied Agricultural Activities (Cont)

Date	Management and Record Keeping Skills or Activities	Others Involved	Location
	Maintain records on corn crop		
2/16	Prepare a budget for corn crop	Parents	Home
	Analyze production efficiency factors on corn crop		
	Play a paper future market game for corn		
2/18	Prepare a cash flow statement		
	Make a comparison of fertilizer grades, prices + sources		
	Calculate costs of doing harvest by self versus custom harvests		

Applied Agricultural Activities (Cont)

Date	Career Development Skills or Activities	Others Involved	Location
	Attend SCS Fieldday		
	Visit local Farmers Coop		
9/12	Visit local elevator	Terry Johnson	Johnson Elevator
	Contact Chicago Mercantile Exchange for career information		
	Prepare report on job opportunities In Agronomy		
	Identify uses of corn		
10/3	Mark a map of major corn producing states.	Ag Class	School
11/10	Contact local university about careers in agronomy	Dr. Lynn Hargrore	USL

Applied Agricultural Activities (Cont)

Date	Leadership Development Activity (Human Relations Skills)	Others Involved	Location
3/16	Apply for FFA office	FFA Officers	School
	Participate in prepared public speaking contest		
	Apply for feed grain proficiency award		
9/4	serve on chapter standing committee	Leadership Committee	School
	Attend 75% of Chapter FFA meetings		
9/1	Recruit 1 new FFA member	Chris Cartwright	School
	Help chapter develop corn test plot		
	Attend state FFA Convention		
	Attend Bunkie Leadership Camp.		

APPENDIX C

Summer Plan Forms

Page ____ School _____

Summer Plan 19___

Name _____ Month _____

Date(s)	Activity	Location	Accomplishments

Approved: _____
Principal or Vocational Supervisor

Page 1 School Any Where High School

Summer Plan 19 91

Name Chris Smith Month June

Date(s)	Activity	Location	Accomplishments
3	Clean shop and prepare for State FFA Convention	School & Community	Most of shop clean. Called all parents.
4-7	State FFA Convention	Baton Rouge, LA	Had 2 state farmers attend.
10-11	Visit incoming freshmen	Community	Visited 7 of 25 freshmen & parents
12	Field day at Homer Experiment Station.	Homer, LA	Took 3 students & 2 adults to field day
13-14	Shop & Classroom inventory	School	Completed shop, called away Fri p.m.
16-19	Region II NVATA Conference	Lafayette, LA	Attended all sessions
20	FFA Officer planning meeting	School	Evaluated old Program of Activities, began new one.
21	Visit incoming freshmen, FFA chapter meeting	School & Community	Visited 4 freshmen, had 50 members at meeting.
24-26	Visit incoming freshmen	Community	Completed visitation
27-28	Vacation Time	On leave	

Approved: _____
Principal or Vocational Supervisor